

Childminder report

Inspection date: 26 October 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show that they feel settled and happy in the care of the childminder and her assistant, who are nurturing, attentive and kind. For example, children demonstrate curiosity and listen attentively when the assistant reads a book, selected by them, with excitement.

The childminder and her assistant have high ambitions for children. They plan a curriculum that is specific to meet each child's individual needs. Children who speak English as an additional language achieve positive outcomes. The childminder works with parents to incorporate key phrases from their home languages to develop their spoken English language. The childminder and her assistant support children to build on their vocabulary. For example, children learn the names of different farm and zoo animals. They also learn the names of different types of transport. Trips are planned to enhance children's understanding further, and children enjoy visits to the local wildlife park, where they enjoy exploring the natural world around them.

Older children mirror the nurturing and caring attitudes of the childminder and her assistant. They show extreme care and are gentle towards their younger peers. Children consistently demonstrate positive attitudes towards learning. For example, they help younger children change into different dressing-up outfits in the role-play area.

What does the early years setting do well and what does it need to do better?

- The childminder and her assistant help children to develop a good understanding of different emotions and teach them strategies to manage these emotions well. They nurture their self-esteem by providing positive praise. This supports them well to learn to regulate their behaviour.
- Staff support children well to build on their independence. Older children show increasing confidence in using the toilet, managing their self-care needs and changing into role-play costumes independently. Younger children are guided well to develop this level of independence over time. For example, the childminder and her assistant model independence skills, saying, 'My turn, your turn', to support younger children to put on their shoes and coats.
- The childminder provides a range of experiences for children to exercise and play in the fresh air. She works closely with her assistant to plan activities to ensure that children make good progress in their physical development. Children regularly visit the local park and soft-play centre to practise skills such as throwing and catching a ball, running, and managing space safely when moving in different ways. Children are also encouraged to learn about healthy habits, maintaining healthy diets and the importance of good oral hygiene.

- The childminder and her assistant carry out assessments and observations of their key children. This supports them to use their knowledge of each child's development to track their progress more accurately and plan precisely for any gaps in their learning effectively. This, coupled with the childminder's knowledge of child development, supports her to plan a curriculum that is enjoyable and purposeful for all children. Children make good progress from their starting points, developing strong foundations for future learning.
- Partnership with parents and external professionals are strong. The childminder and her assistant keep parents informed of their children's daily learning and progress over time. They share strategies with parents to consistently support their children to work on meeting their targets at home.
- The childminder promotes children's understanding of early mathematical concepts. Children learn to name different shapes and colours. Older children identify shapes in the environment, saying, for example, 'Circle', to describe the shape of the plates. They engage in singing nursery rhymes that help children to count forward and backwards from one to 10.
- Children are learning the sounds of different letters of the alphabet. They can identify the initial sounds in their name. However, at times, staff do not encourage the most able children to apply their knowledge of sounds to enhance their early reading and writing skills.
- The childminder provides training, coaching and mentoring to her assistant. They are both reflective practitioners and regularly review and evaluate the provision and activities on offer to measure effectivity. They are also dedicated to improving their practice and attend additional training.
- Children benefit from visits to different places of worship. The childminder helps children to develop a deeper understanding and respect for diverse faiths.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have completed mandatory safeguarding training. They demonstrate a good understanding of how to protect children from the risk of harm. They are confident about identifying different symptoms of abuse. They understand the importance of reporting any concerns they may have regarding a child's welfare to the local authority safeguarding team. They carry out daily risk assessments of the learning environments and resources children use to ensure they are suitable and safe for children in their care.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure that children explore their letters and sounds and support them to apply their knowledge to enhance their early reading and writing skills.

Setting details

Unique reference number	EY336511
Local authority	Camden
Inspection number	10305468
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 February 2018

Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Camden. The childminder offers care Monday to Friday, from 8am until 6pm. She works for most of the year but closes during the school half-terms and summer holidays. She is open over Easter. The childminder works with one assistant, and they both hold early childcare qualifications at level 3.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder led the inspector on a learning walk and told the inspector about what they want children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder carried out a joint observation with the inspector.
- The childminder and her assistant shared their views with the inspector.
- The inspector considered written feedback from parents and gathered their views about their experiences of the setting.
- The inspector looked at documentation relating to the suitability of household members and those working with children, such as their qualifications, first-aid certifications, and Disclosure and Barring Service checks.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023